

**Must Haves in a IEP  
Subsequent for Elementary  
Teachers  
Special Services  
Department 21-22**



# Locating the Educational Needs on the Current MEEGS

Go to Documents and locate the most current MEEGS

## EDUCATIONAL NEEDS:

Reading, Math Problem Solving

# Educational Needs have to be included in the Objective Statement

## Describe

Valentine is a third-grader who is having difficulty in the regular class with appropriate accommodations and modifications. He is currently being serviced in Special education under the classification of a Specific Learning Disability. Valentine's current Educational needs include written expression, basic reading, reading comprehension, reading fluency, math calculation, math problem solving, speech and language, as well as fine motor. He has direct services for 3 hours a day to address these needs. Valentine is often fidgety and restless and needs reminders to stay on task. Valentine has not shown proficiency in grade-level state standards even with interventions. On his most recent progress monitoring, Valentine obtained a scaled score of ..... on the I-station Math and Reading assessments. He also scored a---score on the Easy CBM Writing Probes assessment.

# Educational Needs- Current Progress Monitoring and scores have to be included in the Objective Statement

## Describe

Valentine is a third-grader who is having difficulty in the regular class with appropriate accommodations and modifications. He is currently being serviced in Special education under the classification of a Specific Learning Disability. Valentine's current Educational needs include written expression, basic reading, reading comprehension, reading fluency, math calculation, math problem solving, speech and language, as well as fine motor. He has direct services for 3 hours a day to address these needs. Valentine is often fidgety and restless and needs reminders to stay on task. Valentine has not shown proficiency in grade-level state standards even with interventions. On his most recent progress monitoring, Valentine obtained a scaled score of .... on the I-station Math and Reading assessments. He also scored a... score on the Easy CBM Writing Probes assessment.

# Sample Overall Objective statement with all areas addresses appropriately

Valentine is a third -grader at Sample Elementary school who is having difficulty in the regular class with appropriate accommodations and modifications. He is currently being serviced in Special education under the classification of a Specific Learning Disability. Valentine's current Educational needs include written expression, basic reading, reading comprehension, reading fluency, math calculation, math problem solving, speech and language, as well as fine motor. Valentine is able to read one-syllable words but struggles when decoding multisyllabic words. He is able to add and subtract but struggles when regrouping is needed. He attempts to spell words phonetically but rarely is able to spell sight words in isolation. He can write simple sentences and sometimes is able to write more complex sentences. Valentine has direct services in a special education setting for 3 hours a day to address these needs. Valentine has not shown proficiency in grade-level state testing and standards even with interventions. On his most recent progress monitoring, Valentine obtained a scaled score of .... on the I-station Math and Reading assessments. He also scored a ----- score on the Easy CBM. Valentine currently has all passing grades, but still needs direct instruction and a modified grading system to be successful. He does not currently need special transportation and specific Assistive Technology. The team has a few behavior concerns that will be addressed with the team and decided if goals and objectives are appropriate at this time. He is often fidgety and restless and needs reminders to stay on task. Valentine has acquired several friendships with his classmates and is very social in class. He is currently progressing in all of his current IEP goals and objectives. ESY has been discussed with the team and deemed not necessary at this time.

# All Educational Needs have to be checked correctly to match what is on the MEEGS

Identify the educational needs resulting from the child's disability, which may require special education, related services, supplementary aids, supports for personnel, or modifications.

- |  |  |   |   |
|--|--|---|---|
| <input type="checkbox"/> Academic Readiness                      | <input type="checkbox"/> Academics - Oral Expression               | <input checked="" type="checkbox"/> Academics-Basic Reading Skills  | <input type="checkbox"/> Academics-Listening Comprehension    |
| <input checked="" type="checkbox"/> Academics-Math Calculation   | <input checked="" type="checkbox"/> Academics-Math Problem Solving | <input checked="" type="checkbox"/> Academics-Reading Comprehension | <input checked="" type="checkbox"/> Academics-Reading Fluency |
| <input checked="" type="checkbox"/> Academics-Written Expression | <input type="checkbox"/> Adaptive Behavior                         | <input type="checkbox"/> Cognitive Development                      | <input type="checkbox"/> Communication Development            |
| <input checked="" type="checkbox"/> Fine Motor                   | <input type="checkbox"/> Gross Motor                               | <input type="checkbox"/> Hearing                                    | <input type="checkbox"/> Medical/Physical Needs               |
| <input type="checkbox"/> Sensory Processing                      | <input type="checkbox"/> Social/Emotional Behavior                 | <input checked="" type="checkbox"/> Speech/Language                 | <input type="checkbox"/> Vision                               |
| <input type="checkbox"/> Transition: Education/Training          | <input type="checkbox"/> Transition: Employment                    | <input type="checkbox"/> Transition: Independent Living             | <input type="checkbox"/> Transition: Community Participation  |

# There should be a Goal and two objectives for Each Educational Need Checked

✓ Goal

Area of Need

Academics-Basic Reading Skills



Baseline



# Goals and Objectives Continued

## ▼ Goal

Area of Need

Academics-Math Calculation



Baseline



# Goals and Objectives Continued

✓ Goal

Area of Need

Academics-Math Problem Solving



Baseline

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# Goals and Objectives Continued

▼ Goal

Area of Need

Academics-Reading Comprehension



Baseline

# Goals and Objectives

## ▼ Goal

Area of Need

Academics-Written Expression



Baseline

# Goals and Objectives Continued

✓ Goal

Area of Need

Academics-Reading Fluency



Baseline

# Every Educational Need has to be addressed on the Services Page- Can be direct or monitor

☒ Custom Special Ed Service

Service

Reading Fluency and Comprehension

Service Type

Direct instruction

Number Sessions

1

per

day

Session Length

45

Unit of Time

Minutes

Start Date

09/10/2021



End Date

09/22/2022



Location

Special Education Setting

# Every Educational Need has to be addressed on the Services Page- Can be direct or monitor

☒ Custom Special Ed Service

Service  
Math Calculation and Problem Solving

Service Type  
Direct instruction

Number Sessions  
1

Session Length  
45

Start Date  
09/10/2021

Location  
Special Education Setting

per day

Unit of Time  
Minutes

End Date  
09/22/2022

# Every Educational Need has to be addressed on the Services Page- Can be direct or monitor

☐ Custom Special Ed Service

Service

Written Expression



Service Type

Direct instruction



Number Sessions

1

per  
day



Session Length

45

Unit of Time  
Minutes

Start Date

09/10/2021



End Date

09/22/2022



Location

Special Education Setting



# Contingency Services have to have a separate line and be checked for every direct or monitor service listed

## Written Expression-All Academic Areas

Position **5** Service Type **Direct instruction** Number Sessions/ Session Length **1 per day / 30 minute(s)** Start Date **10/05/2021** End Date **10/05/2022**

Provider **[REDACTED]** Location **Special Education - Virtual** Serving School \* denotes external school **[REDACTED]**

☐ ESY ☒ Contingency

## Math All Academic Areas

Position **6** Service Type **Direct instruction** Number Sessions/ Session Length **1 per day / 30 minute(s)** Start Date **10/05/2021** End Date **10/05/2022**

Provider **[REDACTED]** Location **Special Education - Virtual** Serving School \* denotes external school **[REDACTED]**

☐ ESY ☒ Contingency

## Reading- All Academic Areas

Position **7** Service Type **Direct instruction** Number Sessions/ Session Length **1 per day / 30 minute(s)** Start Date **10/05/2021** End Date **10/05/2022**

Provider **[REDACTED]** Location **Special Education - Virtual** Serving School \* denotes external school **[REDACTED]**

☐ ESY ☒ Contingency

## Social Skills

Position **8** Service Type **Direct instruction** Number Sessions/ Session Length **1 per day / 30 minute(s)** Start Date **10/05/2021** End Date **10/05/2022**

Provider **[REDACTED]** Location **Special Education - Virtual** Serving School \* denotes external school **[REDACTED]**

☐ ESY ☒ Contingency



# OSDE and Classroom Accommodations Lists have to Match-Classroom list may have additional items

## ▼ OSTP - Grade 3-8 ELA

### Accommodation(s)

P4a. Text-to-Speech built into online testing client (Math, Science, U.S. History, Grade 5 & 8 ELA writing sections only).

P9. Use a calculator on Grades 3-5 Mathematics.

S2. Small group testing (8-10 maximum).

T1. Flexible schedule same day.

T2. Administer test over several sessions or "chunking" (except writing tasks/sections).

T3. Allow frequent breaks during one test session (maximum 10-15 min. duration).

## ▼ OSTP - Grade 3-8 Math

### Accommodation(s)

P4a. Text-to-Speech built into online testing client (Math, Science, U.S. History, Grade 5 & 8 ELA writing sections only).

P9. Use a calculator on Grades 3-5 Mathematics.

S2. Small group testing (8-10 maximum).

T1. Flexible schedule same day.

T2. Administer test over several sessions or "chunking" (except writing tasks/sections).

T3. Allow frequent breaks during one test session (maximum 10-15 min. duration).

## ▼ Class/Activity Accommodations

[ADD ACCOMMODATIONS](#)[CLEAR ALL](#)

### ▼ Reading

[EDIT/ADD ACCOMMODATIONS](#)

#### Accommodation(s)

P4a. Text-to-Speech built into online testing client (Math, Science, U.S. History, Grade 5 & 8 ELA writing sections only).

P9. Use a calculator on Grades 3-5 Mathematics.

S2. Small group testing (8-10 maximum).

T1. Flexible schedule same day.

T2. Administer test over several sessions or "chunking" (except writing tasks/sections).

T3. Allow frequent breaks during one test session (maximum 10-15 duration).

Provide opportunity to leave class for resource assistance.

Provide visual aids (pictures, flash cards, etc.).

Allow extra time for oral response.

Provide Calculator.

Provide frequent feedback.

Use a variety of questioning techniques.

### ▼ Math

[EDIT/ADD ACCOMMODATIONS](#)

#### Accommodation(s)

P4a. Text-to-Speech built into online testing client (Math, Science, U.S. History, Grade 5 & 8 ELA writing sections only).

P9. Use a calculator on Grades 3-5 Mathematics.

S2. Small group testing (8-10 maximum).

T1. Flexible schedule same day.

T2. Administer test over several sessions or "chunking" (except writing tasks/sections).

T3. Allow frequent breaks during one test session (maximum 10-15 duration).

Provide opportunity to leave class for resource assistance.

Provide visual aids (pictures, flash cards, etc.).

Allow extra time for oral response.

Provide frequent feedback.

Provide Calculator.

Use a variety of questioning techniques.

# Other reminders for all IEPs written moving forward

- You should be checking current MEEGS before every meeting for Educational Needs and Disability Category
- A meeting invitation should be drafted for each meeting attempt
- All contacts should be logged before finalizing the meeting
- All Goals and objectives have been rewritten to reflect the new Edplan system
- Drafts are being emailed and sent to Administrators and Parents before the meeting
- You have reached out to Nicole or Doretha if you are going to be suggesting a BIP be included in the IEP
- Please use the new Special Services Annual IEP Checklist for Compliance of your IEPs before they are finalized- REACH out to YOUR Coordinator with Questions.